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ABSTRACT

This evaluation report contains a series of articles on vocational and technical education encompassing the 1983-84 school year. The articles, collectively, are intended to give an overall picture of vocational and technical education programs in South Carolina. The lead article on technical education strongly urges several changes to bring about improvements in the technical education delivery system. An analysis is provided of the results of the evaluation of local programs conducted during the year by the State Office of Vocational Education. An article on vocational education enrollments and another on technical education report that secondary-level vocational education enrollments were essentially the same as in the previous year, while technical education experienced a decline in enrollments. The next article details 1983-84 expenditures of Federal funds for vocational education. With full awareness of the importance of the Education Improvement Act of 1984 (EIA), the State Advisory Council on Vocational and Technical Education offers some reactions to several features of the EIA as they specifically affect vocational education. Another brief article also reflects the EIA as the Council projects major Council concerns and activities for 1984-85. Recommendations to the State Board of Education and to the State Board for Technical and Comprehensive Education are provided as are the responses by the two boards to the Council's recommendations of the previous Evaluation Report. Appendixes list current and former Advisory Council members. (YLB)

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1983-84 Evaluation Report
of Vocational and Technical Education in South Carolina

by the

South Carolina Advisory Council on Vocational and Technical Education

2221 Devine Street, Suite 420
Columbia, South Carolina 29205

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Executive Summary

This Evaluation Report contains a series of articles on vocational and technical education encompassing the 1983-84 school year. While the report is in compliance with the obligatory requirements of the Council, it is intended in a constructive spirit, and in recognition of the great value of these types of educational programs.

The lead article, on technical education, strongly urges several changes to bring about improvements in the technical education delivery system. Typical of the suggestions are: competency based instruction (p. 2), more reliance on full-time faculty for instruction (p.3), and a broadening of the eligible categories for special schools programs (p. 5).

An analysis is provided of the results of the evaluation of local programs conducted during the year by the Office of Vocational Education (OVE) (pp. 9-11). This could provide a feedback loop to the OVE for fine-tuning and improving the standards used for the evaluations, and for the evaluation process.

An article on vocational education enrollments and another on technical education enrollments are provided in this report (pp. 17 to 26). Secondary level vocational education enrollments were essentially the same as the previous year, increasing a little more than one percent, while the total public high school enrollments declined by 1.4 percent in 1984 compared to 1983. In number of students, considerable enrollment increases were found in Business Education (1,331 more students), Trade and Industrial (531 more students), and Prevocational Education (483). Industrial Arts, Consumer and Homemaking, Marketing and Distribution,

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and Agriculture all experienced enrollment decreases of 188 to 465 students. Technical education experienced a decline in enrollments in 1984, being somewhere between 7 percent less according to full-time equivalent (FTE) and 3 percent less by headcount. More detail analysis is given in the articles.

With full awareness of the importance of the Education Improvement Act of 1984 (EIA), the Council offers some reactions to several factures of the EIA as they specifically affect vocational education (pp. 32 to 34). Another brief article also reflects the EIA as the Council projects major Council concerns and activities for the 1984-85 year (pp. 35 and 36).

Recommendations to the State Board of Education and to the State Board for Technical and Comprehensive Education are provided (pp. 37 and 39), as are the responses by the two boards to the Council's recommendations of the previous Evaluation Report (pp. 40 through 49).

This is the last of a series of annual Evaluation Reports of Vocational and Technical Education by the State Advisory Council on Vocational and Technical Education under the responsibilities of P.L. 94-482. Public Law 98-524 as enacted by the U. S. Congress in November, 1984, carries a new definition of the role and responsibilities of the State Council on Vocational and Technical Education.

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Introduction

The South Carolina State Advisory Council on Vocational and Technical Education is pleased and honored to present this Evaluation Report to the State Board of Education which is the State Board for Vocational Education; to the State Board for Technical and Comprehensive Education; to His Excellency, Governor Richard W. Riley; and to all other state and local leaders who have an interest in or a concern for vocational and technical education. This is a report from the Council's evaluation of vocational and technical education for the 1983-84 school year.

This report is designed to comply with the spirit of the federal requirements, which specify that the State Advisory Council is to conduct an evaluation annually and from that evaluation the Council is to prepare, produce, and distribute an annual evaluation report. The articles, collectively, are intended to give an overall picture of the programs of vocational and technical education, although each may be read and considered separately. The report is designed to be informative, while the conclusions and recommendations represent the collective best judgment of the Council.

Data for the report were obtained from many sources, with particular acknowledgment to the cooperation and helpfulness of the staff of the Office of Vocational Education, State Board of Education; and staff of the State Board for Technical and Comprehensive Education. The data were then considered in balance with other information in discussions throughout the year.

The special article on Technical Education, starting on page 1, is a report from a special study committee of the Council, and is included here to provide greater distribution. Comments on the JTPA Reports to the Governor are not included since no publication had been issued in the 12 months following the Council's previous evaluation report.

This Report culminates a series of 15 annual Evaluation Reports of the South Carolina Advisory Council on Vocational and Technical Education. In the closing days of the final session, the 98th U. S. Congress enacted the Carl D. Perkins Vocational Education Act (P.L. 98-524), which re-authorized federal support for vocational education. This Act contained many programatic and administrative changes from the previous legislation, and modified the role and responsibilities of the State Council. In succeeding years the State Council on Vocational and Technical Education will be engaged in fulfilling the responsibilities specified in P. L. 98-524.

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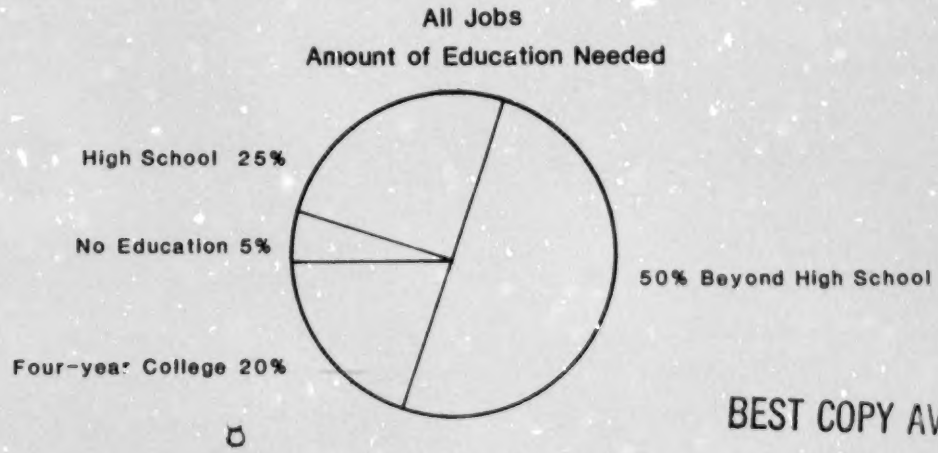
Technical Education in South Carolina

The Imperative Need for Educational Changes

Students and educators, in fact all South Carolinians, will feel the impact of fundamental changes in our educational system in the 1980's. Most of these changes will stem from (1) a growing awareness of, and dissatisfaction with, achievements of the public educational system, (2) a changing technological environment, and (3) a change to a world-based economy rather than a national based economy -- all of these and more will precipitate educational change.

The sooner that desirable changes can be made, the sooner the state can compete with other states and countries for desirable industry and commerce -- a competitiveness that is vital to the standard of living of the citizens of South Carolina.

A careful study of the make-up of the near-term working population reveals that only 20% of all jobs will require a four-year college degree. Approximately 50% will require formal training beyond the high school level, and roughly 25% will require at least a high school level of education. The remaining 5% will have no educational requirements at all. These percentages can be viewed graphically.



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In order for South Carolina to compete with other states and countries we must do a quality job of educating students at the elementary, secondary, technical, and four-year college levels of public education.

During the past two decades, the South Carolina system of technical and comprehensive education has developed an outstanding reputation. In recent years, however, conditions have changed that have adversely affected the technical education system. The level of economic support has decreased, and the socio-economic conditions upon which the system was conceived have changed. The time has come to focus attention not only on the elementary and secondary public education system but also on the technical education system.

QUALITY OF INSTRUCTION

Competency-based Instruction. Because of the pragmatic, world-of-work orientation of technical education, virtually all instruction should be competency based. Students should be provided instruction which will lead to specific skill levels. Graduates of technical education programs should be certified as to the skill level mastered.

Mathematics / Science Emphasis. In this time of rapid technological change and the changing occupational world, persons increasingly will be forced to make career changes throughout their working lives. Such changes infer a strong foundation in the mathematics and sciences area. Math and science skills of students in the technical programs should be reinforced and developed further at the technical college level.

Broad-based Curricula. The purpose of certificate and diploma programs at the technical colleges is to prepare students for immediate employment. These curriculum programs should be

moved to a broad-based curriculum as opposed to specific training for a specific job within a specific firm. Broad-based programs will make students employable to a larger number of potential employers. The student will be better prepared for changes to come in this technologically changing environment.

Full-time Faculty. Part-time faculty have been used to replace full-time faculty in recent years due to budget cut-backs. Increased use of part-time faculty has resulted in a reduction of faculty advisement to students, most of which is given by fulltime faculty. Part-time staff tend to be less involved with the college's programs than full-time faculty. Also, supervision may be spread too thinly since only full-time faculty are used for supervisory functions. The technical colleges urgently need to increase full-time faculty relative to part-time personnel.

Up-to-date Equipment. Recent reductions of already austere equipment budgets have resulted in postponements in upgrading and expanding of instructional equipment. Much of the instructional equipment purchased during the early start-up and expansion of technical colleges is obsolete. Further, expanding enrollments have resulted in reduced instructional workstations in science laboratories and shops during a time of rapidly changing technology. Word processors, business computers, computer graphics equipment, computer numerically controlled machine tools and other advanced equipment are becoming prevalent and must be a part of the instructional scene.

For instruction to be taught on "state-of-the-art" equipment it is imperative that much of the current instructional equipment be replaced or supplemented.

Staff Development / Updated Skills of Instructional Personnel.

Most of the instructors teaching employment skills are well prepared to teach in their respective areas. In many cases, they come directly from business and industry, where they have first-hand experience with technological developments affecting the

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workplace. During the past decade technology has accelerated at an unprecedented pace, and continued acceleration is anticipated. This acceleration means increased pressure on faculty members to keep up-to-date in their disciplines. For example, faculty in areas such as tool and die, machine tool technology, textiles, electronics engineering technology, industrial electronics, auto mechanics, and business related curricula must be trained in microprocessor and/or computer applications to provide relevant training for students.

Technical colleges should require instructional personnel to return to industry or acquire training to update their skills. The innovative centers created by the State Board for Technical and Comprehensive Education are a good start but only part of the solution. Funds are needed for substitute faculty and other costs to enable faculty to take advantage of training.

A near-term acceleration of staff development must be provided until faculty are brought up to date with technology. Beyond the near-term efforts, a program for systematic continuing professional development must be maintained. The state budget for the technical college system should set aside a percentage of each college's budget (as does the state of Florida) to provide for professional updating of faculty. A temporary acceleration of staff development must be provided until most of the faculty are updated and then the program must be maintained on a regular basis.

Construction. Additional funds are needed in some instances to meet critical facility needs. Just as some of the public schools have become facility deficient, some of the technical colleges have postponed facility addition or repair during recent years. Priority must be given to enlarging, remodeling, and constructing shops, science laboratories, classrooms and libraries. Careful review can assure that the need cannot be met in any other acceptable manner.

High-tech Skill Level. Technical colleges must develop higher skill and knowledge levels to meet business and industrial needs. This requirement will necessitate the best trained faculty and the most up-to-date instructional equipment. Technical colleges may have to serve as advanced programs for students with basic training at secondary schools. Two years may be insufficient to train technicians to work competently in a high-tech occupation. This change will require fully articulated secondary/post-secondary programs for some subject areas. Students completing secondary vocational schools may receive advanced placement and have time for more in-depth study of high-tech areas.

To provide an economical pattern of education for our citizenry from available tax dollars, appropriate post-secondary, technical education programs must be articulated with four-year college programs that are state funded. Some technical college programs do not need to be articulated, since their content and purposes differ from four-year college programs. Other programs, however, are compatible with baccalaureate degree programs. Graduates of these programs should receive credit and advanced placement if their personal goals change from one of immediate employment to obtaining a four-year degree.

SPECIAL EDUCATIONAL PROGRAMS

Special Schools. For more than 20 years, special schools programs have provided training for new and expanding manufacturing jobs. The service and information sectors are now recognized as areas of substantial employment potential. Much of the employment potential is with small business. Yet the stated mission of the special schools' program excludes these employment possibilities. The special schools' objective, excellent at one time, should be modified to include the following:

* Entrepreneurship and small business
* Service occupations
* Information technology occupations

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* Job-training needs stemming from new technology, even when the result may be a net reduction of jobs.

Remediation / Basic Education for Low-achieving Students.

The technical colleges need a near-term acceleration of funding to support high-cost remediation programs. Technical colleges, with their open-door policy, represent the last chance for a large number of South Carolina citizens to receive a post-secondary education. Many of those citizens are deficient in the basic skills of mathematics, reading, and writing, since they dropped out of the public schools or were not motivated when in school. These citizens represent a vast resource ready to be trained for useful employment, but they need highly individualized instruction to overcome deficiencies. Technical colleges are funding these high-cost remediation programs at the expense of technical programs, which are already funded at approximately 70 percent of the formula. These essential remediation programs should be budgeted as a separate element in formula funding to recover the actual costs of developmental education.

Corrections/Educational Programs for the Incarcerated.

The state has a responsibility for providing employment opportunities for those who have been or soon may be released from incarceration in a correctional institution. Most of these persons are beyond the age of high school students. In these times the occupational picture requires additional education beyond high school, and often requires additional education for those who may have been occupationally proficient prior to their incarceration. The technical education system appears ideally situated to offer occupational education programs to inmates. The technical colleges should consider these persons within their clientele group, and the cost for such educational programs should also be budgeted separately from the educational budget for technical colleges.

NEED FOR MORE STUDY

A state-wide study is needed to examine the current delivery systems of vocational and technical education relative to the needs of the state. This study should result in a combined plan for vocational and technical education in South Carolina. The plan should address and clarify these topics:

* Appropriate secondary vocational education subjects
* Appropriate post-secondary occupational subject areas
* Level of content and content to be mastered at the secondary and post-secondary programs
* Adult vocational education
* Primary service deliverers for specified client groups
* Procedures and processes to insure post secondary/four-year college articulation for appropriate areas
* Other items identified by the study group.

The study group should include representatives of the following:

* Education Division, Office of the Governor
* State Board for Technical and Comprehensive Education
* Office of Vocational Education, State Board of Education
* Commission on Higher Education
* State Advisory Council on Vocational and Technical Education.

The plan should be acted upon by the appropriate state boards and agencies involved in the delivery of vocational and technical education.

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SUMMARY

Technical education is a vital sector of South Carolina's public education. For all practical purposes, technical colleges provide the state with a two-year college system. In near-term benefits, the pay-back to the citizens and to the state are shorter for technical education than for other levels of education. Technical education is underfunded for the assigned mission.

Conditions have changed, and introspection is needed to clarify confusion, to enhance cooperation, and to maximize use of available resources.

Technical colleges have earned an enviable reputation, which deserves to be maintained and even enhanced to assist in upgrading the standard of living for our citizens.

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Analysis of State Department of Education Evaluations of Local Programs FY 1983-84

During FY 1981-82 the Office of Vocational Education (OVE) of the State Department of Education began evaluating local school district vocational programs by means of a set of 55 program standards. These standards covered the areas of Administration, Student Services, and Curriculum and Instruction. In FY 1983-84 the original 55 program standards by which a school district was evaluated were revised. Instead of 55 standards, a set of 50 program standards were used in evaluating local districts and vocational centers. The three areas of evaluation mentioned in the above were expanded to four. The change was in the Administration area. Rather than one broad area, the Administration section was divided into a School District Administration area and a High School/Area Vocational Center Administration area. The sections and number of corresponding program standards for each section were changed to read as follow:

Section A: School District Administration
8 program standards

Section B: High School/Area Vocational Center Administration
12 standards

Section C: Student Services
17 standards

Section D: Curriculum and Instruction -
13 standards.

In returning the local evaluations conducted by the OVE, the Council felt that two questions should be answered from this review - 1) how did the local districts do in terms of meeting the program standards, 2) what about the standards themselves? Were they adequate in gauging performance?

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The Council's review of the reports of the local evaluations follow.

Performance of Local School Districts

Overall, 24 school districts and 3 multi-district vocational centers were evaluated during the year. For the 27 local evaluations, 89.3% of the program standards were met (6,135 of the 6,871). The compliance by area was as follows;

Section A - School District Administration
79.1% (171 of 216)

Section B - High School/AVC Administration
88.6% (627 of 708)

Section C - Student Services
85.6% (873 of 1,020)

Section D - Curriculum and Instruction
90.6% (4,464 of 4,927).

The reason for the large number of standards in the curriculum and instruction areas (4,927) is that each separate program review was judged according to the 13 standards for this section. In other words, the 4,927 standards shown above represent 379 individual vocational programs operated in the 24 school districts and 3 multi-district vocational education centers.

No area stood out as being significantly higher or lower than the others, the range being from about 80% (79.1) to 90% (90.6) for the four areas of: School District Administration, High School/AVC Administration, Student Services, and Curriculum/Instruction.

Performance Standards

Detail analysis of each of the standards require more time than the Council had available. However, the Council reviewed the standards by which the local districts/area vocational centers were evaluated, and three stood out as being met by all of the evaluated local school districts/centers according to the data available to the Council. Standards that stood out on either extreme were particularly noted. If most districts were having no trouble with a standard, then the Council wondered if the standard was in fact a "standard." On the other hand, if most districts were failing to comply with a standard, was the reason due to the standard being too strict or were the districts simply weak in this area? The Council is probably not in a position to make such judgments, but requests that those personnel with the OVE who are involved in standards review look at the standards listed below in this light.

Those standards which were met by all of the evaluated local school districts/centers are listed below:

A.3 - "A written statement of philosophy and objectives for the vocational education programs shall be developed..."

B.7 - "Vocational programs designed to prepare students for occupations requiring state licensing shall be conducted in accordance with applicable requirements of state licensing/regulatory boards."

D.5 - "Programs utilizing the cooperative method of instruction shall have training agreements and training plans, provide for regular coordination visits by the teacher coordinator,..."

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A Report of Site Visits to Vocational Centers / A Technical College

The State Advisory Council, for several years, has conducted team visits to selected vocational education centers and technical colleges. These are normally visits of two to three days duration. Through this in-depth, on-site visit process, Council members were given the opportunity to study the accomplishments, the problems, and the process involved at the local institutions.

Each of the site visits followed a previously established procedure and format. This assured that the visiting team (committee) would manage to inquire about, or observe, the items that the Council was concerned with during the year. In addition, the procedure assured a certain degree of thoroughness during the two or three days of the visit. Written reports were prepared shortly after each visit, which were used

1) to provide the institution with a written report of the observations, conclusions and recommendations from the team, and

2) to provide feedback and written documentation to the Council's evaluation process.

During 1983-84, three visits were conducted, with two being to vocational education centers and one being to a technical college. Geographically, each was located in a different part of the state. Although for the purposes of this report the identification of specific institutions is not important, a listing of the locations and dates of visits may be found in Appendix IV of the Council's 1983-84 Annual Report. The Council selected the institutions, then contacted the center director/president to determine if an invitation would be extended by the institution. In each instance, the invitation was readily extended and agreeable dates selected.

The sample of three visits is not sufficiently large to represent any accurate sample. Therefore, it is not practical or possible to generalize from the following conclusions to the entire state, or even to a sub-area of the state. What the conclusions do represent, were the observed conditions at the three institutions at the time of the visits. The conclusions of these visits may be of no greater importance to the Council or to the institutions than the educational advantage it offered to the members of the State Advisory Council who participated.

General Conclusions

The items and brief discussion that follow represent some of the more salient conclusions or observations from the three visits. It is gratifying to note that some of the observed problems at the vocational centers were addressed by the provisions of the Education Improvement Act (EIA) passed by the General Assembly in 1984. Implementation of the EIA provisions should help to correct problems that were observed during the site visits in the Spring of 1984.

1. Articulation

Progress toward achieving articulation was observed at all three locations to be of varying degrees. It appeared that students did not always know of the possibility for advanced placement at the technical colleges, thus hindering them from taking full advantage of this feature. Other impediments seemed to be excessive distance between the secondary school (area of residence) and the technical college; confusion over which technical college to attend; and not having formalized or proceduralized the practice of articulation. Overall, the attitude of administrators and instructors was positive, as was the amount of progress that had been made.

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2. **Instructional Equipment**

Most of the equipment was in good condition, but frequently aged and obviously heavily used. There were exceptions in some instances, of course. At the vocational centers and the technical college the age and technological obsolescence of equipment was seen as a handicap. EIA funds for vocational equipment may be helpful to some degree in replacing aged equipment.

3. **Facilities**

The facilities were generally very well maintained and provided a pleasant environment for learning to take place. At one location where facilities were somewhat inadequate, steps were being taken to remedy or partially remedy the situation. Taxpayer investments in the facilities are being well used and protected.

4. **Quality of Instruction**

The observed positive attitude and professionalism of teachers and administrators were helping in providing quality educational programs. Activity appeared to be meaningful, yet some of the individual courses (programs) have a long way to go before instruction is truly oriented to performance objectives.

5. **Class Size**

In too many of the classes visited at the three institutions, nominal or even very low enrollments were observed. One of the reputed causes - early dismissal for 12th grade students - has been corrected for the 1984-85 year by the EIA. It will be of great interest to see if the EIA changes rectify this problem. Low enrollments in many classes at the technical college may be a function of relative geographic isolation in this instance. Changes should be made to correct the low enrollments or program adjustments made to higher demand occupation areas.

6. Local Advisory Committees

Virtually all of the programs visited had evidence of having local advisory committees (LAC), yet there were indications that often these were only partially effective. There needs to be additional in-service education for teachers, or leadership, or incentives to cause the instructors to more fully utilize this resource. There were better indications of business/industry support than there were of having viable advisory committees.

7. Placement of Graduates

At all three of the locations visited, there were indications of very good employment and employability of former students. Unemployment of former students was much less than for their age group as a whole in the specific geographic area. Many programs boasted of very high employment in the area of training for those who wanted employment.

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Vocational Education Enrollments
1983-84

Secondary level vocational student enrollments in grades 9-12 for the 1983-84 year increased approximately one percent from the overall enrollments of the prior year (1982-83). This increase was in the face of a slight decline in total grade 9-12 enrollment in the public schools, which went down 1.4 percent, according to statistics from the State Department of Education. Consequently, the percent of secondary students reported to be enrolled in some vocational education subject increased slightly from the 67 percent for 1982-83 to 68.7 percent in 1983-84.

Over a four-year span from 1979-80 to 1983-84, the vocational education enrollments have remained remarkably steady. While the grades 9-12 total reported enrollments decreased 7.1 percent, the vocational education enrollments decreased only 1.7 percent, to a total of 125,807 vocational enrollees. The percentage of all secondary school students reported to be enrolled in at least one vocational course increased from 64.9 percent to 68.7 percent by the 1983-84 year.

Table I shows vocational education enrollments by service area. The program area that has the greatest number of increases in enrollments, and continues to show consistent increases, is that of Business Education. The increase in enrollment in Business Education of 1,331 students is notable considering that total school population state-wide is continuing to decrease slightly. Other areas of significant increases this past year were Trade and Industrial, Health Occupations, and Occupational Home Economics.

Decreases in enrollments in Agriculture (-2.1%), in Marketing and Distributive Education (-8.[illegible] and in Industrial Arts (-10.1%) appeared significant. The decreases in these four pro-

gram areas over the four-year span were in the 15 to 20 percent range. See Table I. The continuing reduction in enrollments in Agriculture, and in Distributive and Marketing Education, causes the State Advisory Council to be concerned.

Table 1

Vocational Education Enrollments
by Program Area
1979-80 Through 1983-84[1]

Service Area	FY 79-80	FY 80-81	FY 81-82	FY 82-83	FY 83-84	One-Year Change 1983 to 84[2] No.	%	Four-Year Change 1980 to 84[2] No.	%
Agriculture	11,088	9,984	9,697	9,042	8,854	(188)	(2.1 %)	(2,234)	(20.2 %)
Business Education	33,753	37,111	37,502	39,021	40,352	1,331	3.4	6,599	19.6
Marketing & Distributive Education	5,108	4,734	4,480	4,357	3,982	(375)	(8.6)	(1,126)	(22.0)
Health Occupations	971	1,067	1,330	1,228	1,491	263	21.4	520	53.5
Occupational Home Economics	1,702	1,957	1,990	1,839	2,069	230	11.6	367	21.6
Trade and Industrial Educ.	25,112	23,624	24,242	22,954	23,485	531	2.3	(1,627)	(7.1)
Consumer and Homemaking	31,946	31,605	31,697	28,776	28,397	(379)	(1.3)	(3,549)	(11.1)
Industrial Arts	5,195	4,790	5,040	4,609	4,144	(465)	(10.1)	(1,051)	(20.2)
Prevocational Education	13,110	13,714	12,712	12,550	13,033	483	3.9	(77)	(0.6)
Totals	127,985	128,586	128,690	124,376	125,807	1,431	1.2	(2,178)	(1.7%)

[1] Source: Vocational Enrollment Report 1983-84. South Carolina Department of Education, Office of Vocational Education. Columbia, SC.

[2] ( ) Indicates decrease

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Table II

Secondary School Enrollments and Total Vocational Enrollments 1979-80 Through 1983-84

School Year	Secondary Enrollment[3]	Change from Previous Year Number	Change from Previous Year Percent	Vocational Enrollment[4]
1979-80	197,057			127,985
1980-81	194,647	-2,410	-1.2	128,586
1981-82	190,804	-3,843	-2.0	128,690
1982-83	185,670	-5,134	-2.7	124,376
1983-84	183,041	-2,629	-1.4	125,807

Table III

Percent of Secondary Students Enrolled in Vocational Education 1979-80 through 1983-84

Year	Percent
1979-80	64.9%
1980-81	66.1
1981-82	67.4
1982-83	67.0
1983-84	68.7%

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[3] Source: 180 day Enrollment Reports, 1979-80, 1980-81, 1981-82, 1982-83 and 1983-84. South Carolina Department of Education, Office of Research, Management Information Section, Columbia, SC.

[4] Source: Vocational Enrollment Reports FY 1980, 1981, 1982, 1983, and 1984. South Carolina Department of Education, Office of Vocational Education, Columbia, SC.

Technical Education Enrollments
1983-84 Year

Technical education enrollments based on the number of individuals (headcount), showed an increase of less than one percent in 1984; however, based on the amount of instruction (full-time equivalents - FTE), there was a 7.4 percent decline over the previous year (Table V). Table VI, which shows headcount enrollments, reveals a slight increase from 159,243 in 1983 (1982-83 year) to 160,458 in 1984, for an increase of less than one percent.

A look at the headcount enrollments (not to be confused with FTE enrollments) in Table IV depicts an overall 3.2 percent decrease in 1984 compared to 1983. This is based on total number of individuals (headcount enrollments). Most program clusters experienced a 3 to 20 percent decrease, with allied health, career development and the undetermined objective being the only ones with an increase. Allied health is occupational preparation specific, while those in career development and undetermined objective are students who have not yet entered one of the occupational specific programs. Agriculture continued to decline in enrollment, although with a smaller numerical decrease than any of the other declining program clusters. The 8.7 percent decrease in industrial/occupational represented one thousand fewer enrollees in that program cluster.

The data in Table V, showing enrollment patterns based on full-time equivalents (FTE) reveal there was a decline from 32,904.1 FTE's in 1983 to 30,469.7 in 1984, for a decrease of 7.4 percent. An FTE is based on 45 credit hours of instruction in the institutions that use the quarter-credit method of granting credit.

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Table IV

Technical Education Degree and Diploma Headcount Enrollments by Program Cluster FY 1980 through FY 1984

Cluster	Number of Students Enrolled - Headcount[5]					Percent Change
	FY 80	FY 81	FY 82	FY 83	FY 84	1983 to 1984
Agriculture	570	527	480	448	424	-5.4%
Business	19,739	19,119	18,661	18,082	17,493	-3.3
Engineering	5,695	6,003	5,780	5,504	5,086	-7.6
Allied Health	2,958	3,208	3,601	4,305	4,604	+6.9
Industrial/Occupational	13,846	13,863	13,057	11,724	10,707	-8.7
Public Service	3,534	3,547	3,088	2,505	1,991	-20.5
Assoc. Arts/Sciences	6,371	6,271	6,507	6,464	5,830	-9.8
Career Development	3,873	4,475	6,597	7,556	8,262	+9.3
Undetermined	136	131	1,307	1,426	1,758	+23.3
Totals	56,722	57,144	59,078	58,014	56,155	-3.2%

[5] Source: TEC Department of Planning and Research. 8/28/84. Columbia, SC.

As a general category, the sharpest decline in FTE was in the one-year diploma programs. Enrollment decreased from 5,757.7 FTE in 1983 to 4,667.9 in 1984, making this a 18.9 percent reduction. See Table V. This may be partially accounted for by the transition to a certificate program structure that was being phased in during 1984, and with those enrollments shown in the lower section of Table V. The one-year diploma programs includes several categories of occupational preparation such as LPN nursing, welding, general office, and carpentry. Two of the one-year diploma programs with reasonably large enrollments that remained essentially stable were LPN nursing and industrial

maintenance mechanics. Only the seven largest of the one-year diploma programs are detailed in Table V, although there are 55 separate approved one-year diploma programs offered within the TEC College system.

Table V

Enrollment Patterns of Selected Technical Education Programs FY 1978-79, FY 1982-83 and FY 1983-84 (Full-Time Equivalents)

Program	Full Time Equivalent Enrollments [6] [7]			Percent Change	
	1979	1983	1984	1983 to 84	1979 to 84
ASSOCIATE DEGREE PROGRAMS					
Assoc. Arts / Science	2,378.9	2,953.2	2,621.2	-11.2%	10.2%
Data Proc. / Comp. Prog.	915.8	2,074.8	2,246.9	8.3	145.3
Secretarial Science	2,073.6	2,083	1,977.7	-5.1	-4.6
Accounting	1,502.2	1,536.1	1,558.9	1.5	3.8
Management	1,837.8	1,776.7	1,479.6	-16.7	-19.5
Electronics Eng. Tech.	821.3	1,410.2	1,332.1	-5.5	62.2
Nursing - ADN	537.6	971.8	1,214.3	25.0	125.9
General Business	1,610	1,081.5	1,041.9	-3.7	-35.3
Criminal Justice	1,647.2	1,018.9	834.1	-18.1	-49.4
General Technology	495.5	789.9	647.1	-18.1	30.6
Marketing	942.2	702.2	585.3	-16.6	-37.9
Machine Tool	437.4	460.7	404.3	-12.2	-7.6
Indus. Electri/Electro.	215.2	302.6	368.5	21.8	71.2
Engineering Graphics Tech.	277.6	401.9	337.5	-16.0	21.4
Radiologic Tech.	283.4	349	325.7	-6.7	14.9
Mechanical Eng. Tech	318.1	387.8	309.5	-20.2	-2.7
Medical Lab Technology	415.8	310.3	304.6	-1.8	-26.7
Human Services	672.4	362.9	304.2	-16.2	-54.8
All Other A.D. Programs	4,706.2	3,531.8	3,056.8	-13.4	-35.0
Totals - All Assoc. Degree	22,088.2	22,505.3	20,949.5	-6.9%	-5.2%

[6] Source: TEC Department of Planning and Research. 8/10/84. Columbia, SC.

[7] Source: TEC Department of Planning and Research. September, 1983. Columbia, SC.

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Table V, Continued

Program	Full Time Equivalent Enrollments[6 7] 1979	1983	1984	Percent Change 1983 to 84	1979 to 84
TWO YEAR DIPLOMA PROGRAMS					
Automotive	291.2	674.3	628.7	-6.8%	115.9%
Climate Control	630.5	432.3	407.6	-5.7	-35.4
Machine Tool	187.5	438.8	386.6	-11.9	106.2
All Other 2-Year Programs	1,589.4	759.8	704	-7.3	-55.7
Totals - All Two Year Dip.	2,698.6	2,305.2	2,126.9	-7.7	-21.2%
ONE YEAR DIPLOMA PROGRAMS					
Nursing - LPN	376.3	588.1	573.1	-2.6%	52.3%
General Office	837.3	720.4	540.1	25.0	-35.5
Welding	1,016.2	713.6	502.3	-29.6	-50.6
Ind. Electri/Electro.	512.2	515.3	408.3	-20.8	20.3
Industrial Maint. Mech.	170	340.2	335.7	-1.3	97.5
Air Cond/Refrig Mech.	446.7	292	203.2	-30.4	-54.5
Surgical Tech.	174.5	255.9	200.8	-21.5	-15.1
All Other 1-Year Diploma	3,203	2,332.2	1,903.6	-18.4	-40.6
Totals - All 1-Year	[illegible]	5,757.7	4,667.1	-18.9%	-30.7%
Totals - All Assoc. Degree, Two and One Yr.	31,523	30,568.2	27,743.5	-15.7%	-12.0%
Career Development	658.3	2,085.2	1,879.8	-9.9	185.6%
Undetermined Objective	37.9	250.7	376	50.0	892.1
Certificate Programs	0	0	470.4	NA	NA
TOTAL - ALL PROGRAMS	32,219.2	32,904.1	30,469.7	-7.4%	-5.4%

6 Source: TEC Department of Planning and Research. 8/10/84 and 10/19/84. Columbia, SC.

7 Source: TEC Department of Planning and Research. September, 1983. Columbia, SC.

The enrollment data by FTE shown in Table V are ordered downward by size of 1984 enrollment. The associate in arts and science program seen under the associate degree group was the program with the largest total enrollment in 1984, as it was in 1983. The associate in arts/science enrollment was down by 11.24 percent (from 2,953.2 in 1983 to 2,621.2 in 1984). Two programs stand out for their increases during a year when others were generally decreasing - data processing/computer programs and nursing - ADN (associate degree in nursing). The display of the 18 associate degree programs in Table V are those with the largest FTE enrollments during 1984, although there were 73 A. D. programs that awarded credit. All of the remainder were grouped together under "all other A. D. programs".

Table VI

Technical and Comprehensive Education
Annualized Unduplicated Headcount Enrollment
FY 1979 through FY 1984

Year	Enrollment[8]
FY 1979	147,748
FY 1980	157,703
FY 1981	166,395
FY 1982	169,211
FY 1983	159,243
FY 1984	160,458

[8] Source: TEC Department of Planning and Research. 8/28/84. Columbia, SC.

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In the area of two-year diploma programs, the 3 largest shown on Table V showed some decrease from 1983 to 1984. Most of the dozen two-year diploma programs, following the pattern of the 3 largest ones shown here on Table V, experienced enrollment declines in 1984 although three of the smaller ones - construction management, tailoring, and auto body repair, showed slight increases. Machine tool, a program which a decade or more ago was the showpiece of the TEC system, marked a decrease of almost 12 percent (from 438.8 FTE in 1983 to 386.6 FTE in 1984 - a decrease of 11.9 percent).

For some time there has been an interest in the Associate of Arts/Science program (AA/AS) - a program clearly designed as a non-occupational program and one with four year college transfer objectives. As a percent of enrollments, this program declined

Table VII

Associate Arts/Associate Science
Headcount and Full Time Equivalent Enrollments
and as Percentage of all Enrollments
FY 1979 through FY 1984[9]

Fiscal Year	Headcount Enrollments		FTE Enrollments	
	Number	Percent	Number	Percent
1979	5,820	10.3 %	2,378.9	7.4 %
1980	6,371	11.2	2,455.2	8.1
1981	6,271	11.0	2,610.7	8.2
1982	6,507	11.0	2,809.0	8.6
1983	6,464	11.1	2,953.2	9.0
1984	5,830	10.4 %	2,621.2	8.6 %

[9] Source: TEC Department of Planning and Research. 8/10/84. Columbia, SC. (See Table IV, this report. See also first page of Table V, this report).

from 11.1 percent of the enrollees in 1983 to 10.4 percent in 1984 based on headcount. Based on FTE, the AA/AS programs represented 8.6 percent of the enrollment, system-wide, during 1984. Table VII shows the reported enrollments by headcount and by FTE. The enrollments in the AA/AS programs appear to be consistently in balance with other enrollments.

Enrollments in special schools training, fire academy and Job Training Partnership Act (JTPA) programs all increased in 1984. Special schools and Fire Academy training are supported by state funds as shown in Table VIII, while the JTPA training is federally supported, and shown in Table IX. The community service programs are considered self-supporting, and there was a 26.1 percent decrease in 1984 compared to 1983 for the community service programs. The trends for these three programs appear consistent, at least for the past two years.

Table VIII

Enrollment Comparison of State Funded Categories
Annualized Unduplicated Headcount Enrollment
and One Year Percentage Change FY 1982 through FY 1984

	Headcount Enrollments[10]			One-Year Percent Change
	FY 82	FY 83	FY 84	1983 To 84
Degree and Diploma	59,078	58,014	56,155	-9.7%
Continuing Education	96,359	84,779	87,484	2.0
Special Schools	4,708	4,967	5,331	9.7
S. C. Fire Academy	3,747	3,180	4,723	4.9%

[10] Source: TEC Department of Planning and Research. 8/28/84. Columbia, SC.

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While the enrollments decreased some in 1984 compared to 1983, several factors should be considered. Typically, enrollments in the TEC College programs decrease during economic upturn and increase during periods of higher unemployment. Some of the colleges, aware that state fiscal support has not kept pace with increased costs and increased enrollments during the past several years, may have limited class size or been less agressive in recruiting. Based on available state funds for 1984 in comparison to normal program costs and enrollments, the degree and diploma programs have been substantially under-supported. Enrollments, system-wide, were still considerably above the level that the TEC appropriation would normally support, using the funding formula under development between the technical college system and the Commission on Higher Education.

Table IX

Enrollment Comparison of Non-State Funded Categories
Annualized Unduplicated Headcount Enrollment
and One Year Percentage Change FY 1982 through FY 1984

	Headcount Enrollments [11]			One-Year Percent Change
	FY 82	FY 83	FY 84	1983 To 84
JTPA (CETA)	4,350	4,475	4,850	8.4%
Community Service	14,268	13,296	9,823	-26.1%

[11] Source: Ibid.

1983-84 Expenditures of Federal Funds for Vocational Education

During the 1983-84 fiscal year, a total of $11,661,338 in federal funds were spent on vocational education in South Carolina. This was approximately five percent more than was expended during 1982-83. Of these funds during 1984, 85.2 percent ($9,932,301) were expended by the school districts while 14.8 percent ($1,166,337) were utilized in state administrative costs and other state level uses. Table X gives a brief overview of the allocation and expenditures of federal funds during 1983-84.

Table X

Expenditures of Federal Grant Funds for Vocational Education during 1983-84

Item	Funds	Percent
Federal Carryover from FY 82 to FY 83	$ 1,324,202.77	
FY 1982-83 funds expended during FY 1984[12]	1,324,202.77	
FY 1984 federal funds grant amount [13]	12,178,592.00	
FY 1983-84 federal funds expended in 83-84[12]	10,337,135.06	
FY 1983-84 Carryover to 84-85	1,841,456.94	
Total federal funds expended during 83-84[12]	11,661,337.83	
Federal Funds expended by school districts, other state agencies & other entities during FY 84 (1983 and 1984 funds)[12]	9,932,301.33	85.2%
Federal Funds expended at the state level for administration, curriculum development and other purposes (1983 and 1984 funds)[12]	1,729,036.50	14.8%

[12] Source: Office of Vocational Education, SDE, Report dated 9/20/84. Columbia, SC.

[13] Source: "Vocational Education and Adult Education Allotments for Fiscal Year 1984." U. S. Dept. of Education., Washington, DC. 31 January, 1983.

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Table XI shows the expenditures of major categories by amount and percent of total expenditures. The categories are shown in decreasing order, with several very small categories grouped together at the end under the heading of Misc. - Other. Secondary vocational education was the largest category, amounting to 25.9 percent of the funds. This excludes the two categories of Consumer and Homemaking and Cooperative, which are shown separately with 2.5 and 1.9 percent of expenditures, respectively. The second highest expenditure category was Disadvantaged, at 18.9 percent. Adding the 18.9 percent for Disadvantaged to the 10 percent for Handicapped gives 28.9 percent spent in the social set-asides categories.

Table XI

Fiscal Year 1984 Expenditures of Vocational Education (P.L. 94-482) Federal Funds from 1982-83 and 1983-84 Grants

Item	Dollars	Percent
High School (Secondary) Excluding Consumer and Home Economics and Co-op.	$ 3,016,001	25.9%
Disadvantaged	2,208,445.90	18.9
State Administration and Other State Level Activities	1,729,036.50	14.8
Post Secondary and Adult	1,598,716.50	13.7
Handicapped	1,161,617	10.0
Guidance and Counseling	772,237	6.6
Consumer and Homemaking	295,873	2.5
Sub-Part 4	242,167.81	2.1
Cooperative	224,362	1.9
Teacher Education	208,647.83	1.8
Misc. - Other	204,233.29	1.8
Total	$ 11,661,337.83	100.0%

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Trends in expenditures by major categories can be seen in Table XII. Percentage of expenditures by major categories appeared consistent with the previous year (1982-83), although the dollar amount of all expenditures increased 5.4 percent to a total of $10,337,135. Over the five year span shown in this table, Disadvantaged shows the greatest fluctuation, varying from 22.6 percent in 1981 to a low of 18.4 percent in 1983. Guidance has slowly, but steadily, decreased from 8.7 percent in 1980 to 6.6 percent this past year (1984).

Table XII

Percentages of Federal Funds Expended for Vocational Education by Major Categories FY 1979 through FY 1983

Category	FY 80	FY 81	FY 82	FY 83	FY 84
Secondary Vocational Education (Including C & H and Cooperative)	23.6%	27.7%	29.6%	30.4%	30.3%
Post-Secondary and Adult	16.3%	12.9%	13.1%	13.7%	13.7%
Disadvantaged	19.1%	22.6%	20.3%	18.4%	18.9%
State-Level Administration	10.9%	12.1%	14.3%	15.5%	14.8%
Guidance	8.7%	7.8%	6.8%	6.8%	6.6%
Handicapped	9.6%	9.2%	9.5%	9.0%	10.0%

Note: Totals will not add to 100% due to these being selected categories.

Public Law 94-482 required that 20 percent of the funds be spent on the Disadvantaged, 10 percent on the Handicapped, and 15 percent on the Post Secondary/Adult programs. Due to the Tydings Admendment, unspent funds may be carried over and expended for these purposes within the following 15 months. In the Council's previous Evaluation Report it was reported that the state had expended from 85 to 92 percent of the 1982-83 set aside amounts in these three categories,[14] leaving some amounts to be expended during 1983-84 to reach the specified percentages.

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[14] "1982-83 Evaluation Report." State Advisory Council on Vocational and Technical Education. Columbia, SC. February, 1984. p. 25.

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Table XIII shows the required percentages of 1983 Grant funds that were spent for the Handicapped and Post Secondary categories. The figures for the Disadvantaged category fell slightly short, with 19.9 percent spent where 20 percent is required. Approximately three months remained under the Tydings amendment when the data were obtained, and the figures given may not have been final. Figures for these same requirements for the 1984 funds are shown in the lower section of Table XIII, where from 81 to 91 percent of the requirements were spent during the year of the basic grant. This left approximately 19 percent or less of each category to be used under the Tydings Amendment provision during the 1984-85 year.

Table XIII

Expenditures of Required Set-aside funds for Vocational Education as of 9-20-84

1982-83 Funds		Allocation	Expended 1983	Expended 1984	Percent of Basic Grant Spent
Disadvantaged	(20%)	$ 2,022,000	$ 1,869,060	$ 140,637	19.9%*
Handicapped	(10%)	1,011,000	863,617	147,383	10.0
Post Secondary/ Adult	(15%)	1,516,500	1,300,270	216,230	15.0

1983-84 Funds		Allocation	Expended 1984	Percent of Allocation	Percent of Grant
Disadvantaged	(20%)	$ 2,265,034	$2,067,809	91.2%	18.3%
Handicapped	(10%)	1,132,517	1,014,234	89.6	9.0
Post Secondary/ Adult	(15%)	1,698,776	1,382,486	81.4	12.2

*Note: Does not reach 20%, but three months remained of the period allowed for expenditures at the time data were obtained.

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Table XIV

Vocational Education Expenditures of Federal Grant Funds 1982-83

	1983 Funds Expended 9-1-83 to 6-30-84	1984 Funds Expended 7-1-83 to 6-30-84	Total
STATE LEVEL			
Administration			
Sub-Part 2	$ 172,839.94	$662,733.58	$ 835,573.52
Sub-Part 3	54,067.98	193,647.20	247,715.18
Sub-Part 5	35,925.29	82,600.99	118,526.28
SUB TOTAL	262,833.21	938,981.77	1,201,841.98
OTHER STATE LEVEL			
Research	35,213.67	52,321.63	87,535.30
Curric. Dev-Sub-Part 3	12,866.77	336,803.95	349,670.72
Curric. Dev.-Sub-Part 5	(13,065.82)	11,353.85	
(1,711.97)Sec 102(d)-Planning, Data & Eval.	6,276.01	38,928.49	45,204.50
Sex Equity Personnel	(8.82)	46,531.79	46,522.97
SUB TOTAL	41,281.81	485,939.71	527,221.52
TOTAL STATE LEVEL	304,115.02	1,424,921.48	$ 1,729,036.50
AID TO DISTRICTS			
Disadvantaged	139,759.08	2,061,222.72	2,200,981.80
Disadvant.LEP-Sub-Pt.2	877.93	6,586.17	7,464.10
Disadvant.LEP-Sub-Pt.3	0	0	0
Handicapped	147,383.05	1,014,233.95	1,161,617.00
Post-Secondary/Adult	216,230.26	1,382,486.24	1,598,716.50
High School(Sec Occup.)	(18,826.84)	3,034,827.84	3,016,001.00
Placement	1,534.00	56,517.00	58,051.00
Cooperative	(6,418.00)	230,780.00	224,362.00
Work Study	0	18,995.00	18,995.00
Energy	936.35	10,782.27	11,718.62
Displaced Homemakers	0	1,078.00	1,078.00
Local Adminis.-Sub.Pt.2	0	3,707.00	3,707.00
Local Adminis.-Sub.Pt.3	200.00	874.00	1,074.00
Day Care Services	3,066.00	4,751.00	7,781.00
Grants-RCU	0	0	0
Guidance & Counseling	296,882.56	475,354.44	772,237.00
Teacher Educ.-Sub-Pt.3	59,506.81	93,746.82	153,253.63
Teacher Educ.-Sub-Pt.5	22,776.28	32,617.92	55,394.20
Sex Bias Grants	0	0	0
Sub-Part 4	5,548.37	236,619.44	242,167.81
Consumer & Homemaking	55,571.71	240,301.29	295,873.00
Equip.-Aid to Districts.	95,060.19	0	95,060.19
Support Serv.for Women	0	6,768.48	6,768.48
TOTAL AID TO DIST.	1,020,087.75	8,912,213.58	9,932,301.33
GRAND TOTAL	$ 1,324,202.77	$ 10,337,135.06	$ 11,661,337.83

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A Preview: Vocational Education and the Education Improvement Act of 1984

In the Council's 1982-83 Evaluation Report of a year earlier, a special position paper was included on pages 1-5. This special report addressed numerous concerns of the Council, formatted to parallel the style and content of a paper from a working committee that was developing what turned out to be the Education Improvement Act of 1984 (EIA). The conclusions and/or recommendations of the Council's report were submitted to the State Board of Education (SBE). The written response of the SBE is contained later in this Evaluation Report.

The Council observes that a pleasingly large number of the points written about a year ago have been favorably addressed by the General Assembly and/or the State Board of Education. In addition, other concerns of the Council have also been constructively addressed by provisions of the EIA that should provide positive results.

The EIA is a significant and dynamic step toward constructive change in the K-12 public schools. As such, it will touch every student, every teacher, every administrator and every public school throughout the state. The final version of the Act, and the resulting rules and regulations, inevitably contain some compromise - some balance of often opposing viewpoints. Added emphasis of one type may (and often does) represent decreased emphasis of another type.

Without addressing all of the points made by the Council previously, the Council finds it appropriate to offer the observations or considerations that follow:

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1. Action to make the 12th grade a full-day, full-year of school for all students should have a beneficial effect on retaining vocational students for the advanced year of vocational programs.

2. The $7 million for vocational education instructional equipment targets an imperative need in providing quality vocational education instruction. Two million dollars ($2,000,000) were authorized to provide equipment updating for existing vocational education courses. Five million dollars ($5,000,000) were provided for funding equipment to implement new vocational high-tech courses to meet specific needs. The understanding is that this is but the first year of a commitment and it must be carried through for this need to be adequately resolved.

3. Requirements for graduation from high school will soon include an additional unit of math and one more of science, besides having to pass an exit examination for graduation. These observations:

   a. Higher skill levels should help all students including vocational students. Basic communication and computational skills are imperative to assure employability.
   b. Provisions have been made to accept six units in a specific occupational service area in lieu of the required second unit of science. This is very desirable as most vocational subjects have a strong applied science or science/math orientation. This provision should be modified to accept completion of <u>two levels</u> of a vocational subject (e.g. beginning and advanced) as meeting the second unit of science requirement.
   c. Vocational education may become more important than before enactment of EIA as a vehicle for student retention; as the high schools become more intensive and rigorous for all students.

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4. The move toward full, uninterrupted use of the school day and the school year is highly commendable as it will permit more time on task for all subjects, including vocational classes.

5. Interpretations of law have a unique characteristic of being much more lengthy, prescriptive, and specific than the actual law, or even than the discussions that precede the law. Considering that the focus of the EIA seemed to be on more effective teaching and supervision of the teaching learning process, the abundance of rules and regulations is distracting. Careful consideration of the value and merit of each of the rules and regulations should be made. The vocational education needs assessment, including frequency and detail of format, should be weighed against the value received or to be received from the expenditure of this amount of time and effort on the part of local school district personnel. The specified three-year cycle for comprehensive needs assessments should be revised to a five-year cycle, thus allowing more administrative time for supervision of the instructional process.

6. Effective state-wide educational leadership is desirable, even necessary, to assure prompt transition to the many features of the EIA. Local school district personnel received substantial increases effective fall, 1984. The pay schedule for State Department professional positions within the Office of Vocational Education, State Department of Education, needs to be reviewed to assure competitive salaries for OVE positions with regard to the normal salary range of normal recruiting sources. Unless the OVE can pay adequately to attract educational leaders, a leadership vacuum will develop.

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Future Concerns of the Council

At the time this Report was being prepared (August to October, 1984), the Council was able to look back on 1983-84 as a time of profound and significant changes in the philosophy and conduct of K - 12 public education. Enactment of the Education Improvement Act of 1984 (EIA), complete with the one cent sales tax increase marked for educational improvement, was hailed by the Rand Corporation as the most notable educational legislation by any state in the nation during 1984. The impact of the EIA has been profound, yet the full impact may be some time in coming.

Many of the concerns expressed by the Council in recent years were addressed in full or in part by the EIA, coincidental or otherwise. This was very gratifying to the Council. In the final version of the EIA and the subsequent application of the many features of the Act, some compromises and revisions from the original version were inevitable. Some features of the Act as it was ultimately written may therefore have unforeseen results when actually put into practice. Constant monitoring of the many provisions of the EIA will be necessary to assure that all results are desirable. This will be an area of deep concern to the Council at least until the EIA provisions have had a reasonable period of time to become well established.

Also included in the EIA package were provisions that the Council "conduct an intensive study of how the vocational education system can best prepare young people with skills employers will require between the years 1990 and 2000." Actually, the specifics of this requirement call for a minimum of eight studies or special reports, with all to be completed "no later than April, 1986."

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The Council considers this study, or series of studies, to be a serious responsibility and one not to be taken lightly. These studies focus primarily, but not exclusively, on secondary level vocational education. Other agencies who also appear to be involved due to their areas of responsibility include the State Occupational Information Coordinating Committee (SCOISS) under the aegis of the Employment Security Commission, and the education system of the State Board for Technical and Comprehensive Education.

Notwithstanding any requirements imposed on the Council by state developments; the Council has certain specified responsibilities under the federal Act (PL 98-524) that include evaluations of vocational education and the programs of the Job Training Partnership Act (JTPA), policy advice to the State Board of Education (State Board for Vocational Education), and other duties. Failure to fulfill these requirements would place in jeopardy the federal funds for vocational education that is available to and used by the state each year.

As a result of these circumstances, the immediate future of the Council appears to include at least three concerns and major areas of activity:

Carrying out the advisory role and relationship to the State Board for Vocational Education (State Board of Education), to the State Board for Technical and Comprehensive Education, and to the administration of the JTPA programs.

Fulfilling the study requirements of SubPart 5, Section 2 of the Education Improvement Act of 1984.

Assessing the effects of the Education Improvement Act on the vocational programs and the vocational students in grades 9-12.

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Recommendations

To the **State Board of Education** (State Board for Vocational Education),

The **State Advisory Council** Recommends:

1. Policy for graduation requirements should be changed to accept two levels of vocational education as the second science requirement rather than the six hours presently specified.

2. The frequency of the comprehensive local vocational education needs assessments should be changed from three year to five year intervals, with updates as indicated by the federal requirements or other circumstances, and the specificity of the format should be modified to allow more flexibility.

3. Classification of professional positions within the Office of Vocational Education, SDE, should be reviewed to make the pay schedules competitive with the pay levels of local school districts to permit recruitment of persons with desirable experience and leadership abilities.

Recommendations

To the **State Board for Technical and Comprehensive Education,**

The **State Advisory Council** Recommends:

1. The State Board for Technical and Comprehensive Education should require all occupationally related courses to be taught by a competency based instructional method.

2. The definition and objectives of the special schools program should be modified to reflect current conditions by including entrepreneurship and small business, service occupations, information technology occupations, and job training needs arising from new technology.

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RESPONSE BY THE STATE BOARD OF EDUCATION TO THE RECOMMENDATIONS IN THE PREVIOUS (1982-83) EVALUATION REPORT

RECOMMENDATION # 1:

The State Board for Vocational Education (State Board of Education) should participate in a study to clarify the structure for vocational and technical education in South Carolina.

RESPONSE: The State Board of Education would be most willing to participate in any research or study that offers the potential for improving the quality and effectiveness of vocational and technical education in South Carolina.

RECOMMENDATION # 2

Additional vocational education concerns of the Council are expressed on pages 1-5 of this report (1982-83 Evaluation Report). The State Board of Education is requested to address these items in its response to this Evaluation Report.

GOAL 1. A more disciplined and productive academic experience.

The State Advisory Council supports this goal and recommends the following initial strategies to complement the goal.

a. Provide state-supported programs to upgrade deficiencies in reading, writing or math skills, which may include in-school, after-school or after-school year scheduling. In-school individualized and performance-based Computer Assisted Instruction (CAI) should also be explored as a means to alleviate basic skills deficiencies and to provide regular education and training.

Instruction in a technical area is virtually impossible to students who are seriously deficient in language or math skills. Competency level in basic skills should be required before entry into technically advanced vocational programs. Students deficient in these skills should be provided remedial training, even to the extent that enrollment in the vocational programs is delayed until the 12th grade. As post-secondary students they should be allowed to complete

vocational training in the vocational center setting with State-funded support or should be articulated into a technical education program.

Response: The Office of Vocational Education has developed curriculum materials that address improvement in reading skills for academically disadvantaged students. Also, an applied vocational mathematics course is being developed for the 1984-85 school year.

b. Delete the Defined Minimum Program (DMP) requirements that limit most students to five (5) units of study each year. Because of the time required for laboratory-oriented vocational education, all students should be encouraged to enroll for six (6) credits of study each year from grade 9 through grade 12.

Response: The Defined Minimum Program (DMP) allows students to earn six units, or its equivalent, during a school year if the administrative head of the school and parents agree that this plan will serve the student's best interest. In addition, the proposed new flexibility in the structure of vocational education programs should help in eliminating time problems.

c. Since Time on Task is deemed critical to learning and achievement, promulgate policies that all subjects, vocational education included, be taught from the first through the last day of the school year. Efforts should be made to minimize disruption of teaching time.

Response: The Office of Vocational Education concurs with the principle of minimal disruption of teaching time. Efforts are made to involve teachers and students in workshops, conferences and meetings during nonschool hours whenever possible.

d. Productivity has become a critical problem in our society. All students should be well versed in the essential concepts of desirable work habits as well as the relationship of work attitudes to work performance. Those concepts should be taught at the introductory level of each vocational program and reinforced throughout the program.

Response: The Prevocational Education program, recommended for ninth and tenth grade students, addresses the concepts of desirable work habits as well as the relationship of work attitudes to work performance. All other vocational programs reinforce these concepts throughout the program by means of classroom in-

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struction and membership in vocational student organizations, which are an integral part of the instructional program. In addition, an occupational survival skills instructional package will be developed during FY 1985. The materials will address attitudes and how to keep a job.

e. Effective teaching requires up-to-date equipment. Priority consideration should be given to acquiring cost-effective equipment for vocational education. Worn-out equipment must be replaced and updated.

Response: During the past four years, $4,000,000 authorized by the General Assembly has been allocated to LEAs to update and replace equipment. The Office of Vocational Education is in the process of allocating $1,500,000 authorized by the General Assembly to LEAs to purchase equipment to meet advancing technology needs. In addition, the Office of Vocational Education has requested an additional $4,000,000 ($2,000,000 in FY 1984-85 and $2,000,000 in FY 1985-86) to replace and update worn-out equipment.

f. With adoption of each competency-based curriculum provision should be made to award credits to students when they have mastered the subject, as well as by the longevity factor of clock hours. Hours give little true indication of mastery of a subject.

Response: The Office of Vocational Education concurs with the principle of awarding credit for mastery of skills. Most programs are competency based, and the Office of Vocational Education is working on making all vocational programs competency based. However, since Carnegie units are awarded for vocational education courses, clock hours must remain as a factor for awarding credit.

g. The State's senior colleges and universities recently adopted a two-year foreign language requirement for admission, effective fall, 1988. This imposes a serious time constraint on the vocational students as he or she progresses through grades 9-12.

Admission policies for colleges and universities should be amended to accept completion of advanced technical courses in vocational education in lieu of the foreign language requirement, all other considerations being equal.

Response: The Office of Vocational Education cannot amend policies adopted by the State's senior colleges and universities. However, permitting school districts to restructure vocational education programs should allow students to participate in vocational education and meet the requirements for entry into a four-year state college or university.

h. Recognize the importance of matching vocational education to the availability of jobs in the corresponding occupational fields.

Flexibility, procedures and incentive funds are needed to change from one type of program to another when the job market in the geographical area changes.

Response: The Office of Vocational Education is working to assist LEAs in identifying and phasing out nonproductive programs. Also, $21 million over five years has been requested from the State Legislature to implement new programs to meet the State's advancing technology needs.

i. Many students have vocational talents which should be developed rather than academic talents. Mobile or portable equipment should be used for intermittent vocational courses. This equipment could be used on a rotating basis among vocational centers.

Response: Academic excellence is also desirable for students in vocational education, especially those students who wish to continue vocational training at the post-secondary level, including four-year institutions.

The Office of Vocational Education has developed 20 technical equipment kits with instructional materials for units of instruction in the Prevocational Education program. These kits are used by Prevocational Education teachers throughout the state on a loan basis.

j. Give appropriate emphasis to developing additional service-type occupational programs for students of low academic ability. The educational needs of these students must be met to permit them to be productive (according to their ability) members of society, rather than being chronically unemployed after leaving school.

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Response: The Office of Vocational Education is currently developing a model vocational program for serving moderate to severely handicapped students. The program will enable these students to develop the vocational skills necessary for successful employment. The program will be operational during the '84-'85 school year.

k. Provide financial incentives to further encourage articulation between vocational education and technical. Annual financial incentive awards should be made for advanced placement of students in technical education programs.

Incentive awards shuld be shared by the sending program (vocational education) and the receiving institution (technical college).

Response: The Office of Vocational Education has a program standard for articulating vocational programs which has been approved by the State Board of Education. Financial incentives should not be provided for meeting a standard.

GOAL 2. Express higher regard for teachers and the profession of teaching.

The State Advisory Council supports this goal. The implicit problems of this goal certainly apply to vocational education situations where experienced craftsmen and even recent graduates may be offered salaries well above what the public schools pay for teachers.

a. Certification requirements should encourage the use of experienced craftsmen as teachers when the need exists, and with salaries that will be competitive, so that academic standards can be maintained.

Response: Certification standards do exist which are designed to maintain high academic quality, ensure skilled craftsmen as instructors, and encourage craftsmen to enter the teaching profession. The certification is based upon experience in a particular trade with provisions for credit for academic experience. Salaries for trade and industrial teachers are equal to other certified teachers, often at the master teacher level. Salaries for trade and industrial teachers in some skill areas are not competitive with particular businsses and industries, however, local school districts might elect to make salaries comparable if appropriate.

b. Provisions should be made for employment of proven and effective technical college instructors to teach vocational education when desirable, even though they may not be previously certified for secondary school instruction.

Response: Technical college instructors are eligible to apply for certification to teach in vocational education. Upon certification the technical college instructor would hold the credentials which would allow them to teach in technical colleges as well as in high schools.

c. Any revisions to the procedure for teacher preparation, certification or inservice training must include appropriate provisions for vocational education teachers.

Response: The process for revisions to the procedure for teacher preparation, certification or inservice training does include appropriate provisions for vocational education teachers. This is accomplished through liaison between the Office of Vocational Education and the Office of Teacher Education and Certification, membership on appropriate committees to examine questions pertaining to teacher preparation, certification or inservice training, and the Director of the Office of Vocational Education serves on the Advisory Council for Teacher Education.

GOAL 3. Improve leadership and management.

The State Advisory Council supports this goal. Research on Effective Schools as reported in the Phi Delta Kappan supports this goal as being crucial for educational improvement. While the findings were not derived from vocational schools or centers, evidence infers that this would also apply to vocational schools or centers.

Response: Providing leadership to and management of vocational education programs are crucial elements to offering effective learning experiences to students. The Office of Vocational Education has coordinated with the South Carolina Administrators Leadership Academy since its existence to enable vocational education administrators to participate in leadership development activities and programs. During the 1983 Annual Vocational Conference, the Academy presented a meaningful seminar which was attended by a majority of vocational administrators in the state. Additionally, each school year, the Office of Vocational Education sponsors two staff development conferences for all secondary school

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administrators. The Office will continue to strive to improve the leadership and management abilities of the leaders of the states' vocational education programs.

GOAL 4. Quality assurance and monitoring.

The State Advisory Council supports this goal and related Move to Quality strategies.

Response: Since the adoption of the vocational education program standards by the State Board of Education in December 1980, the Office of Vocational Education has concentrated its evaluation process on improving the quality and effectiveness of vocational programs and services. Adherence to these standards is recognized as a means of providing a sound basis for more effective development, coordination, implementation, administration and supervision of all aspects of vocational education. By conducting evaluations of twenty percent (20%) of all vocational programs annually, and following up these evaluations one year later, school districts are advised of the existing strengths of their programs, upon which a quality program may be built. Furthermore, notification is also provided of areas which do not meet the criteria prescribed in the standards, and the suggested action to be taken to allow compliance. The evaluation process possesses innate traits necessary in any move to quality.

GOAL 5. Partnerships.

The State Advisory Council supports this goal. Experience in vocational education has proven this to be a desirable goal and an effective mechanism.

The Council encourages industry-based training under an industry/school contract method to provide more economical and flexible training.

Response: A major priority of the Office of Vocational Education is the development of partnerships between vocational education and the private sector. It is our philosophy that vocational education and the private sector should and must work hand-in-hand in solving the many problems that face students in the school to work transition. This is partially accomplished by the statewide network of private sector Local Advisory Councils and Program Advisory Committees which advise our administrators and

instructors on program relevancy and improvement. Additionally, approximately twenty Business/Industry/Education Days are held each year. Over 2,000 citizens, a majority from the private sector, attend these functions annually. In August 1983, a new structure and format were developed by the Office of Vocational Education to encourage linkage with the private sector. Recognizing the importance of partnerships, a seminar entitled Building Industry Education Partnerships was developed and implemented. The results of these seminars have been very pleasing and positive. The Office of Vocational Education will continue to recognize the importance of building strong partnerships with business and industry.

The Office of Vocational Education understands the importance of industry-based training to improve the skills of workers. The top priorities for adult vocational programs as described in the State Plan are for job upgrading and retraining programs. Through December 1983, forty-two adult vocational programs were specifically designed and operated for either retraining or upgrading serving over 750 citizens. Future priorities for adult vocational programs will remain the same with increased emphasis on industry-based upgrading programs.

GOAL 6. Financial support.

The State Advisory Council supports this goal. The following strategies are also offered to strengthen this goal:

a. As financial support for public schools is increased, per-student capital expenditures should also be raised. Aged equipment and facilities must be replaced.

Response: As of this date, the House of Representatives has approved the recommendation in the Governor's package concerning funding for new and/or renovated public school facilities.

The Office of Vocational Education, through the State Board of Education, submits a Five-Year Capital Improvement Bond Request for Vocational Education equipment and construction projects for consideration by the State General Assembly every other year. The five-year plan requests bond funds to replace obsolete/inoperable equipment and equipment to meet demands of existing programs experiencing new technological changes. Also, funds are requested to renovate or expand vocational education facilities through this process.

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The State General Assembly has been generous in granting funds to replace obsolete/inoperable vocational education equipment based on requests made by the Office of Vocational Education. The amounts appropriated are as follows:

Year	Amount
1979	$1,000,000
1980	2,000,000
1981	2,500,000

b. A committee should be appointed by the Governor and the State Superintendent of Education to explore the tax benefits and other inducements to business and industry to provide equipment and assistance to schools. Special consideration should be given to ARCS (under federal tax laws) and to tax credits or other features under the South Carolina Tax Code. The committee should include: corporate tax experts, chief business executives, representative(s) of the South Carolina Tax Commission, education officials and others as appropriate.

Response: Staff members in the Office of Vocational Education encourage continually the development of partnerships between local vocational and business/industry personnel. One approach to the partnerships is the business/industry/education seminars conducted annually at selected area vocational education centers.

The Office of Vocational Education has also produced and distributed to all district school superintendents and area vocational center directors a publication entitled How Your Advisory Committee Can Work For You which identified strategies for development of business/industry/education partnerships through the required program advisory committees.

Many area vocational center directors have a process of obtaining equipment from local industries to be used for instructional purposes.

c. Revisions to the Educational Finance act weighting factors for vocational education students as proposed by the Legislative Audit Council should be adopted.

Response: A committee has been appointed by the State Superintendent of Education to review the recommendations of the Legislative Audit Council concerning revisions to the Education Finance Act weighting factors.

RESPONSE BY THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION TO THE RECOMMENDATIONS IN THE PREVIOUS (1982-83) EVALUATION REPORT

RECOMMENDATION # 1

The South Carolina State Board for Technical and Comprehensive Education should participate in a study to clarify the structure of technical and vocational education in South Carolina.

RESPONSE

The State Board for Technical and Comprehensive Education and its staff will be pleased to cooperate with the Advisory Council in a statewide study to clarify the structure of technical and vocational education in South Carolina. We would welcome the opportunity to work with representatives in a study group from:

- Office of Vocational Education
- State Board of Education
- Office of the Commission on Higher Education
- Education Division, Office of the Governor
- Office of the South Carolina Advisory Council on Vocational and Technical Education.

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Appendices

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APPENDIX I

ADVISORY COUNCIL MEMBERS

1984-85

Mr. Frank M. Hart, Chairman	Marion
Mrs. Swannee Reenstjerna, Vice-Chair	Lexington
Mrs. Fannie P. Adams	Columbia
Mr. Martin Black	Bamberg
Mr. Guy E. Blackwell	Inman
Mr. Henry W. Brevard	Moncks Corner
Mr. David Burton	Columbia
Mr. Stephen Carter	Columbia
Mr. W. Hugh Chastain	Mauldin
Mr. Allen P. Corbett	Columbia
Mrs. Barbara DeMarco	Charleston
Mrs. B. Toni Gadegbeku	Kingstree
Dr. Don C. Garrison	Pendleton
Mr. Donald Gist	Columbia
Mr. Cliff C. Goodwin	Sumter
Mr. Frank E. Harling	Graniteville
Mr. Paul Livingston	Columbia
Dr. Joann B. Morton	Columbia
Mr. C. Earl Thrailkill	Fort Lawn

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APPENDIX II

OFFICERS and STAFF

The Council's officers are those elected by the members to the Executive Committee. For 1984-85, at the time of this report, the officers consisted of:

Mr. Frank M. Hart, Chairman	Marion
Mrs. Swannee Reenstjerna, Vice-Chair	Lexington
Mr. Martin H. Black	Bamberg

At the time of the preparation of this report, the staff of the Council consisted of:

Dr. Robert H. White	Executive Director
Mrs. Elizabeth "Lib" Shealy	Staff Assistant

The preparation of this report was directed by the Council's Evaluation Committee. The members of the Evaluation Committee were:

Mrs. Swannee Reenstjerna, Committee Chair	Lexington
Mr. Henry W. Brevard	Moncks Corner
Mrs. Barbara DeMarco	Charleston
Mrs. B. Toni Gadegbeku	Kingstree
Mr. Paul Livingston	Columbia

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APPENDIX III

1983-84 ADVISORY COUNCIL MEMBERS WHO ROTATED OFF IN JUNE OF 1984

To provide for an orderly rotation of Council members, it is necessary for some of the good members to periodically rotate off when new members are appointed. At the end of the 1983-84 year, these members rotated off the Council:

Miss Pearl Highsmith	Beaufort
Mrs. Sylvia H. Nelson	Camden
Mr. R. Wilson Sanders, Jr.	Florence
Miss Christine Webb	Columbia

APPENDIX IV

PREVIOUS STATE ADVISORY COUNCIL MEMBERS

Mrs. Peggy Baker	Greenville
Mr. C. P. Ballenger	Greenville
Mr. P. Henderson Barnette	Greenwood
Miss Lynn Barrett	Conway
Dr. Thomas E. Barton, Jr.	Greenville
Dr. James B. Berry, Jr.	Marion
Mr. Craig Biles	Columbia
Mr. E. T. "Pete" Borders	Columbia
Mr. Benjamin B. Boyd	Columbia
Mr. Charles H. Brown	Charleston
Dr. William E. Carson	North
Miss Kim R. Conner	Columbia
Mr. James M. Connor	Kingstree
Dr. Robert E. "Jack" David	Camden
Mrs. Pauline M. Davis	Columbia

APPENDIX IV, PREVIOUS COUNCIL MEMBERS, (Continued)

Mr. F. E. DuBose	Turbeville
Mr. Billie Fleming	Manning
Mr. Fred Fore	Florence
Mr. Arthur A. Fusco	Columbia
Miss A. Annette Gallman	Columbia
Mr. B. Frank Godfrey	Columbia
Mr. Robert A. Harley	Spartanburg
Mr. Larry Herbert	Laurens
Miss Pearl Highsmith	Beaufort
Dr. Joseph L. Hopkins	Orangeburg
Mr. John J. Huebner	Greenville
Mr. J. A. Jackson	Hampton
Mrs. Marian Jackson	Edgefield
Mr. T. A. Jackson	Lancaster
Mr. Floyd Johnson	York
Mr. Milton Kimpson	Columbia
Dr. L. Roger Kirk	Columbia
Mr. T. C. Kistler	Darlington
Dr. A. E. Lockert, Jr.	Orangeburg
Dr. L. Currie McArthur	Greenville
Mr. H. E. McCracken	Bluffton
Mr. W. L. McDuffie	Denmark
Mr. Edgar L. McGowan	Columbia
Mr. Robert L. Mobley	Lancaster
Mr. James P. Neal, Jr.	Eolumbia
Mrs. Sylvia H. Nelson	Camden
Rev. I. D. Newman	Columbia
Dr. E. W. Nunnery, Sr.	Columbia
Mr. Edward L. B. Osborne	Union
Mrs. Theodis P. Palmer	Sumter
Mr. Larry Patrick	Bowman
Mrs. Virginia R. Priester	Fairfax
Mr. C. S. Rowland, Jr.	Camden
Mr. R. Wilson Sanders, Jr.	Florence
Mr. Y. W. Scarborough, Jr.	Charleston
Dr. Bobby J. Skelton	Clemson
Mr. Henry L. Sneed, Jr.	Florence
Mrs. Helen G. Stuart	N. Litchfield Beach
Mr. O. P. Taylor, Jr.	Columbia
Miss Christine Webb	Columbia
Mrs. Lucille S. Whipper	Charleston
Mr. Isaac W. Williams	Columbia
Mr. Sinway Young	Columbia

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APPENDIX V

KEY PUBLIC OFFICIALS

The Council recognizes and commends the leadership and cooperative attitude of several key public officials who have been of primary importance in helping the State Advisory Council to fulfill its purposes.

The Honorable Richard W. Riley
Governor, State of South Carolina
and appointing authority for the Council

Dr. Charlie G. Williams
State Superintendent of Education
Executive Officer of the
State Board for Vocational Education

Dr. Moody M. Oswald, Jr.
Director
Office of Vocational Education
State Department of Education

Mr. G. William Dudley
Executive Director
State Board for
Technical and Comprehensive Education

Mr. William B. Whitney
Director
Division of Training and Employment
Office of the Governor